

**ADVISORY COMMITTEE ON EDUCATION
REPORT TO COUNCIL**

SUBJECT: ACE GRANT PROPOSALS - 2016

BACKGROUND: The Advisory Committee on Education recently solicited grant proposals for the 2015-2016 school year. The budget available to be allocated to ACE grants is \$9500.00.

ACE solicited grant proposals for up to \$500 each from the seven ACE core schools: Greenbelt Elementary, Springhill Lake Elementary, Magnolia Elementary, Dora Kennedy French Immersion School, Turning Point Academy, Greenbelt Middle and Eleanor Roosevelt High School. Proposals were welcome either from the school itself or from the school's parent-teacher organization. There was no limit to the number of proposals that could be submitted from each school. The proposals were due on November 3, 2015. The proposals were for activities that will take place between February 15, 2016 and the end of the 2016-2017 school year.

The ACE Grants Program will support activities that enhance or enrich school-based activities. Some examples include supporting field trips, bringing an activity into the school, or purchasing equipment and materials for a special project. The grants are NOT intended to underwrite items that are normally supplied by the school system such as copier paper, etc.

ACE organized a grant-writing workshop at Greenbelt Middle School in September. GMS teachers and PTA members participated in the workshop and there were several other schools represented as well. ACE believes that the grant-writing workshops have been successful at both encouraging more proposals and improving the quality of the proposals that are submitted.

ACE runs clubs at two ACE core schools, with a Reading club at SHLES and Science and Reading clubs at MES. The clubs, which are not funded by the grants program, provide some balance in ACE programs between the schools in different locations throughout the city.

FINDING: ACE received 33 proposals from 5 schools for a total request of \$16,167.35. Proposals were submitted from Greenbelt and Springhill Lake Elementary Schools, Dora Kennedy French Immersion

School, Greenbelt Middle School and Eleanor Roosevelt High School. ACE did not receive any proposals from Magnolia Elementary School or Turning Point Academy.

Selection of the proposals for funding is made by the Greenbelt City Council based on the input from ACE. This table is a summary of ACE recommendations. The details are below.

#	School:	Purpose of grant request:	Amount requested:	Recommended Funding
1	DKFIS	Board Games Bonanza	\$ 435.03	\$ 435.03
2	DKFIS	Headphones for Chromebooks at DKFIS	\$ 384.10	\$ -
3	DKFIS	Just My Size Library Reading Area	\$ 434.97	\$ 434.97
4	DKFIS	Spelling Bee Club and Contest	\$ 469.00	\$ -
5	ERHS	ERHS Student Newspaper, The Raider Review	\$ 500.00	\$ 500.00
6	ERHS	Pep Band Uniforms	\$ 500.00	\$ 500.00
7	ERHS	The Cultural Exchange with Yokohama Suiran HS	\$ 500.00	\$ -
8	ERHS	Whiteboarding in the Physics Classroom	\$ 500.00	\$ 500.00
9	GES	Art Supplies - Clay and Painting Supplies for 3d Art	\$ 500.00	\$ -
10	GES	Books! The Magic is Real	\$ 500.00	\$ -
11	GES	Drawing Journals for Life Science	\$ 500.00	\$ 500.00
12	GES	Exploring STEM Through Dance	\$ 500.00	\$ -
13	GES	Greenbelt Readers Engaging & Achieving Together	\$ 500.00	\$ -
14	GES	Opera Kids	\$ 1,225.00	\$ -
15	GES	Promoting Literacy	\$ 500.00	\$ -
16	GES	Puppets and Poetry	\$ 405.00	\$ 405.00
17	GES	Technology for Music	\$ 500.00	\$ -
18	GES	Using Board Games to Enhance Literacy	\$ 500.00	\$ 500.00
19	GMS	Craft Business Partnership with Voices for Liberty	\$ 462.50	\$ 462.50
20	GMS	Field Trip to the National Museum of Natural History	\$ 500.00	\$ 500.00
21	GMS	Greenbelt Middle School Robotics Club	\$ 500.00	\$ 500.00
22	GMS	Guest Band Clinicians	\$ 500.00	\$ 500.00
23	GMS	Medieval Times Educational Show	\$ 500.00	\$ -
24	GMS	National Ford's Theatre Oratory at GMS	\$ 500.00	\$ 500.00
25	GMS	National History Day Wood Frame Exhibit Boards	\$ 500.00	\$ 500.00
26	SHLES	Birdhouse Project	\$ 154.35	\$ 154.35
27	SHLES	Eagles Nest	\$ 420.00	\$ -
28	SHLES	Hands on Learning	\$ 500.00	\$ 500.00
29	SHLES	Learn to Ride Bikes	\$ 500.00	\$ 500.00
30	SHLES	Physical Activity Equipment	\$ 500.00	\$ 500.00
31	SHLES	Reading is the Key to Success: Read Naturally Encore	\$ 500.00	\$ 500.00
32	SHLES	Testing Incentives	\$ 277.40	\$ 277.40
33	SHLES	Trampolines for Special Needs Students	\$ 500.00	\$ 500.00
			\$16,167.35	\$ 9,669.25

Proposal Review

ACE met on Tuesday, December 8, 2015, to consider the proposals. For each proposal, the committee listed the strengths and weaknesses and assigned a numerical score on a 100-point scale. The points were assigned according to the following scale:

- Intrinsic merit (40%) – Will the proposed project enhance or enrich school-based activities? Does it meet the criteria listed in the ACE grants call?
- Budget (30%) – Is the proposed budget realistic? Is the budget well justified?
- Benefit to students (20%) – Will the program provide wide benefit to the students in the school, or will it just benefit a few students?
- Proposal format (10%) – Did the proposal follow the proposal rules, including proposal length, project schedule, requisite signatures, etc.? (Note: severe violation of the proposal rules could result in rejection.)

On the basis of this careful consideration, the committee makes the following recommendations:

Proposals:

1) Board Games Bonanza. DKFIS. Recommended funding: \$435.03 (full funding.)

Summary: This grant would provide funding for chess sets and board games, which would be used by the elementary students in an afterschool club, at PTA meetings, and at Family Fun Nights.

Strengths: Research has shown that playing board games can improve IQ scores. The specific games identified in this grant were well chosen and appropriate for the intended age groups. These games would also be used by a large number of students.

Weaknesses: None.

2) Headphones for Chromebooks. DKFIS. Recommended funding: \$0 (no funding.)

Summary: Dora Kennedy French Immersion School has requested funding to purchase 90 pairs of headphones to be used with ChromeBooks that have been provided by Prince George's County Public Schools. The headphones would allow students to access the audio components of websites, on-line textbooks, and standardized tests.

Strengths: The headphones would increase the usefulness of the ChromeBooks provided by PGCPs.

Weaknesses: Headphones for use with the ChromeBooks during standardized tests are the responsibility of PGCPs. ACE grant requirements restrict funding for equipment that should be provided by the school system.

3) Just My Size Reading Area. DKFIS Recommended funding: \$434.97 (full funding.)

Summary: The project would add an additional table and 2 chairs to the school library that are sized for Kindergarten and 1st grade children. The number of classes has started to increase, resulting in more

younger students who do not fit in school furniture designed for the majority of children in the school. There are about 216 students in these grades now.

Strengths: These tables and chairs for younger students are frequently used when they use the library. Some of these tables and chairs already are being used and the children feel more comfortable and are happy with them. Sometimes children get into arguments about sitting in the chairs since there are not enough of them, so these additional tables and chairs will help the situation greatly.

Weaknesses: None.

4) Spelling Bee Club and Contest. DKFIS. Recommended funding: \$0 (no funding.)

Summary: The Spelling Bee Club primarily serves 6th – 8th graders who wish to compete in the Regional Spelling Bee in March. Younger children who wish to participate in the weekly club may join but cannot participate in the Regional Bee. The grant proposal requests money to pay for the Regional Bee registration, dictionaries, prizes for a school-based Spelling Bee and office supplies for the club.

Strengths: Spelling Bees encourage focus and perseverance in students. They also provide practice in public speaking and enhance vocabulary. The grant would provide supplies and prizes to boost participation in the Spelling Club.

Weaknesses: The majority of the funds would provide benefit to only a few students. The registration and prizes would only benefit the winners. In addition, the grant requests significant funds for office supplies, something ACE's guidelines do not allow. The committee felt other proposals provided a broader benefit.

5) ERHS Student Newspaper, The Raider Review. ERHS. Recommended funding: \$500 (full funding.)

Summary: The proposal requests funding to publish 4 quarterly paper copies of the ERHS student newspaper in addition to the on-line edition. They also request money to purchase a camera that would be used to take photographs for the newspaper.

Strengths: Paper journalism and web journalism have important differences, especially in layout and design; publishing both would give the students experience with both formats. A paper copy also gives the students a tangible product to include in college applications.

Weaknesses: The total budget required, \$3100, is well beyond the scope of the ACE grant program. The proposal mentions fundraisers and advertising as additional sources of revenue, but additional detail would have made the proposal stronger.

6) Pep Band Uniforms. ERHS. Recommended funding: \$500 (full funding.)

Summary: The Eleanor Roosevelt HS Music Department is under new leadership as it pertains to the band program. The school has several musical groups, but the Pep Band is a new initiative which is supported by the principal. This proposal will help provide funding toward jackets which are rain and wind resistant. The students will purchase the complementing pants at an additional cost. The goal is to support the athletic programs and look like a true performing group at various competitions and games.

Strengths: The jackets will last for many years to come and will help the pep band achieve the professional look that will represent their school well. The students and staff are excited about the addition to the music department.

Weaknesses: The total budget required is much higher than this grant; the music department will have to be sincere and devoted to fundraising the additional funds.

7) The Cultural Exchange with Yokohama Suiran HS. ERHS. Recommended Funding: \$0 (no funding)

Summary: The proposal would fund a one-day bus trip into Washington, DC for Japanese exchange students plus the ERHS Japanese Honor Society students.

Strengths: The idea of taking Japanese exchange students to see our Nation's Capital is a good one.

Weaknesses: The field trip would include 22 exchange students plus 50 ERHS students; 72 students with chaperones are too many for one bus, so it is not clear how the program could be carried out. There are many sights in DC; the proposal was not clear on the itinerary that would be followed.

8) Whiteboarding in the Physics Classroom. ERHS. Recommended funding: \$500 (full funding.)

Summary: The Eleanor Roosevelt High School physics department will purchase portable whiteboards that can be used by physics students for small-group projects and laboratory experiments. The whiteboards allow students to present ideas to each other and to the teachers. The ease of erasing the whiteboards allows corrections to be made real-time and encourages students to write information down to convey ideas or express uncertainty in their work. The whiteboards would remain in the physics classrooms and would be used in subsequent years. The whiteboards are for use by individual students in small groups, and thus differ from the whiteboards provided by PGCPs which are mounted on the walls.

Strengths: A pilot study performed by one of the physics teachers using chart paper instead of white boards has shown that allowing students to record their information in this manner has had a positive impact on their communication during problem solving. The practice of engaging in whiteboard discussions is common in physics, engineering, and other STEM fields as a way to promote effective communication.

Weaknesses: None.

9) Art Supplies - Clay and Painting Supplies for 3-Dimensional Art. GES. Recommended funding: \$0 (no funding.)

Summary: The Art Department asked for a \$500 grant to purchase supplies for painting and three dimensional art. The funds would be used to purchase 15 paint sets and enough clay for all art classes. One class consists of 25-30 students and each class meets once per week. The entire school population of about 500 students would benefit.

Strengths: These supplies help provide a well-rounded arts curriculum so students may use their full creative capacity during their elementary school experience.

Weaknesses: The funds requested would provide enough clay for only a single class. The benefit to additional students was not clear in the proposal.

10) Books! The Magic is Real. GES. Recommended funding: \$0 (no funding.)

Summary: Funds are sought for two performances of "Books-the Magic is Real" by Joe Romano. The performances involve magic in telling the stories from such books as the Harry Potter series. Story endings are withheld to motivate students to read the books.

Strengths: All students at the school would be able to attend one of the two performances.

Weaknesses: ACE has supported this program for the last two years. Although the committee understands that the program is beneficial and that the children very much enjoy it, ACE grants are not meant as a permanent funding source. The committee felt new projects should preferentially receive funding.

11) Drawing Journals for Life Science. GES. Recommended funding: \$500 (full funding.)

Summary: The 3rd grade classes will learn how to document various life cycles within nature. Plants will be the main focus. The goal is to infuse scientific observation with graphic documentation. The project will take a total of 3 visits from an outside artist. The first visit will be creating their journals, labeling and planting seeds. The second and third visits will focus on drawing and observing what grows and maintaining the plants.

Strengths: The students will learn the connections between science and art, develop critical and analytical skills, use self-expression through drawing and gain more confidence in problem solving and using science in real life situations. The additional cost of this project will be covered by a donation from the Family Art Fund, and the proposal included a letter for support from GAVA.

Weaknesses: None.

12) Exploring STEM through Dance. GES. Recommended funding: \$0 (no funding.)

Summary: This grant would fund an artist-in-residence for a 3rd grade class to learn about science through dance and movement.

Strengths: Dance is a good way to demonstrate physics concepts. Some students learn well through kinesthetics. The program would be part of the Arts Integration initiative at GES.

Weaknesses: The proposal is expensive: \$2500, and only the ACE grant and an additional \$500 has been identified. Additional grants would be needed for the remaining \$1500. The program would benefit only a single class at the school of 25 students. The specific artist-in-residence was not identified in the proposal and the program was not described in sufficient detail.

13) Greenbelt Readers Engaging and Achieving Together. GES. Recommended funding: \$0 (no funding)

Summary: GREAT is a twice a week peer tutoring program.

Strengths: Peer tutoring is a good way to both help students who lag in reading fluency and build confidence in the older tutors.

Weaknesses: The money requested would provide benefit for only 22 students. The budget items were only loosely connected to the strengths of the peer tutoring program, and some of the items in the budget are office supplies, which are not fundable by this grant program.

14) Opera Kids. GES. Recommended funding: \$0 (No funding.)

Summary: As part of an arts integration effort, Greenbelt Elementary School would invite an artist to bring the Opera Kids program to the school for a 5-day residency. The program would be aimed primarily at the first-grade students, although all grades would participate in an assembly. The program would allow the students to connect literature to musical performances.

Strengths: The proposed program would introduce students to opera, music, art, and theater. Teachers would receive instruction and coaching in incorporating aspects of this art into the curriculum.

Weaknesses: The budget lacks a letter from Ms. Lewis regarding her commitment to the program. Additional funds would be required from the PTA, but the proposal does not include an acknowledgement from the PTA that they intend to fund part of the program as well. The ACE Committee notes that the proposed program would be held in the late spring of 2017, and recommends that the school consider resubmitting the proposal for next year's grant program.

15) Promoting Literacy. GES. No recommended funding: \$0

Summary: The project would allow struggling students to showcase their reading abilities and make reading literacy more exciting and engaging. Students in all grade levels Pre-K thru 5th grade could benefit. Events would be offered monthly. Funds would be used to buy art materials to make projects based on poems and stories the students read, then they could create an art piece that shows their interpretation of what they read, then display their art and speak about it.

Strengths: This project could offer a different and creative approach to the learning opportunities using art as another path to reading literacy.

Weaknesses: It was not clear what form the monthly events would take, or what those would be. The connection between the items to be purchased and the literacy activities was unclear. The budget did not include amounts to be spent on the various items.

16) Puppets and Poetry. GES. Recommended funding \$405.00 (full funding.)

Summary: Second graders at GES will write a poem on the theme of animals or spring and will create a puppet character to perform their poem in front of the class. Funds will pay for three one-hour sessions in each of four classrooms so puppeteer and artist Ingrid Hass can help the children create their puppets and coach them in presentation skills.

Strengths: The project ties directly into the second grade curriculum and provides the students with a fun alternative for presentation of their work. Children will learn some basic puppet and presentation skills and work on writing and public speaking. The use of puppets often helps shyer students be more confident in their presentation skills.

Weaknesses: None.

17) Technology for Music. GES. Recommended funding: \$0 (no funding.)

Summary: The vocal/general music teacher has requested funding for a projector to be mounted in his room to pair with the SMART board which is actively being used. The projector being mounted would be a solution for students who bump the cart with projector set up, or for those who may trip on cords.

Strengths: The projector would be out of the way of students and would allow for uninterrupted teaching, as it would not have to be repositioned as often.

Weaknesses: This proposal is a request to purchase a replacement for the projector that had been provided by PGCPs with the SMART board. Although it might be more convenient to have a mounted projector, that did not seem to provide enough benefit to justify the grant.

18) Using Board Games to Enhance Literacy. GES. Recommended funding \$500 (full funding.)

Summary: This grant would be used to purchase a selection of board games for use by all the 4th grade students at the school. The games would be used as an activity to teach literacy objectives such as spelling, reading and following directions, problem solving, deductive reasoning, vocabulary, effective communication and teamwork.

Strengths: The proposal includes a detailed budget and ties each game selected to an element in the curriculum.

Weaknesses: None

19) Craft Business Community Partnership with Voices for Liberty. GMS. Recommended funding: \$462.50 (full funding)

Summary: 25 students will attend a presentation by a local entrepreneur, and will create silk flowers in pots so they can learn what it takes to start and operate a business.

Strengths: This grant proposal is unique in that it encourages the development of skills and knowledge that are not usually addressed in middle school. This program will benefit those students who may have interest in business careers. The budget is for materials only; the instructor is a volunteer.

Weaknesses: It was not clear how the participating students would be chosen.

20) Field Trip to the National Museum of Natural History. GMS. Recommended funding: \$500

Summary: The English Language Learner (ELL) students at Greenbelt Middle School would take a field trip to the National Museum of Natural History. They would be able to explore a variety of cultures that are exhibited in the museum. The students would also have the opportunity to watch an IMAX movie on dinosaurs.

Strengths: ELL students come from many countries around the world, and this would be an opportunity for them to visit one of the country's premier science museums. Approximately half of the ELL students

in the school would be able to go on the field trip. The budget is realistic: students will need to pay a nominal amount to cover additional costs and to pay for the IMAX ticket.

Weaknesses: None.

21) Robotics Club. GMS. Recommended funding \$500 (full funding.)

Summary: This application for the ACE Grant is to purchase five calculator-controlled robots that use the Texas Instrument TI-84 graphing and programmable (BASIC) calculators. Students will program robots using the TI-84 calculators. Each robot costs \$99.95; the school already has the calculators. The intent of the club is to enhance STEM integration (Science, Technology Engineering and Mathematics) into the curriculum of the students.

Strengths: First, reinforce team work and cooperation among the students in the club, and secondly, teach engineering practices and programming with the aid of robots. The grant funds will replace older LEGO Mindstorm sets that are now obsolete and cannot be programmed. The students will be able to program robots to perform various tasks. Programming the robots will challenge the students to make sense of problems and persevere in solving them. Also, with the addition of these robots, the Robotic Club will draw more students to participate.

Weaknesses: None.

22) Guest Band Clinicians. GMS. Recommended funding \$500.00 (full funding.)

Summary: This grant will provide funds to bring in two guest band clinicians to work with GMS band students. The clinicians will be chosen from band directors in surrounding counties who have consistently superior ensembles.

Strengths: Students will get to work with an experienced conductor and gain a new perspective on performance and fundamentals. The experience will benefit students as they prepare for PGCPs county ensemble assessments.

Weaknesses: None.

23) Medieval Times Educational Show. GMS. Recommended funding: \$0 (no funding.)

Summary: Funds were requested for a Medieval Times Educational Show. The target group of students is from the ESOL population. The students would see a performance lasting about 2.5 hours. The goal of this project is to get the students interested in history and build academic knowledge. The teacher would be applying for a grant to help off-set transportation costs.

Strengths: Students of all proficiency levels are being included as well as all grade levels (6-8).

Weaknesses: There was insufficient description of the Medieval Times program itself. The total budget is high and there would be a significant cost to the students even with this grant.

24) National Ford's Theatre Oratory at GMS. GMS. Recommended funding: \$500 (full funding.)

Summary: This grant would support the National Ford's Theatre Oratory program at GMS. The after-school program will include a variety of activities in public speaking, poetry, acting and historical study. From the program, two students will be chosen to participate in a 4-day residential program at the Ford's Theatre in DC, and there will be additional local opportunities for the other participating students. The students will also study speeches by historical figures including Abraham Lincoln and Frederick Douglass.

Strengths: The program will be under the direction of the Ford's Theatre, which contributes material and other resources.

Weaknesses: Only 2 students will be able to participate in the program at Ford's Theatre. This proposal is recommended for approval on the strength of the additional opportunities for other participating students.

25) National History Day Wood Frame Exhibit Boards. GMS. Recommended funding: \$500 (full funding)

Summary: This grant would purchase sturdy wood frames that would enable 30 teams of 5 students each to mount and enter their National History Day projects into the competition. The boards are reusable in future years.

Strengths: Participation in National History Day has been proven to improve skills in research, teamwork, and presentation. The requested boards will be sturdy enough to last for several years. The wooden boards are standard for the National History Day organization, and thus would allow GMS to compete on an equal basis with other schools.

Weaknesses: None.

26) Birdhouse Project. SHLES. Recommended funding: \$154.35 (full funding).

Summary: The 11 students in the Talented and Gifted (TAG) program at Spring Hill Lake Elementary School will receive a kit to build a birdhouse. From this they will learn aspects of design and construction. Once the birdhouses are built, the TAG students will paint the birdhouses together with students from the special education program. They will work together to decide on the color and to hang the birdhouses in the courtyard. Students in the special education program will refill the birdhouses with seed.

Strengths: The effort will bring together students from two disparate programs at the school. All participating students will benefit from the activity, and the cooperation between the two groups will help build bridges among the students. Once the birdhouses are hanging up, birds will be attracted to the food, offering opportunities for nature studies for all students at the school. The budget for this program is quite modest.

Weaknesses: None.

27) Eagles Nest: SHLES. No recommended funding: \$0.

Summary: This project would create an Eagle's Nest Club, which would be comprised of all 870 students in grades K-5 who demonstrate proficient or advanced reading comprehension scores at their grade

level by the end of school year. Requested funds would be used to purchase eagle lapel pins that students can wear to indicate their reading proficiency level.

Strengths: The program is a way of rewarding students for scoring well on the tests.

Weaknesses: The actual benefit to the students themselves is small, and does not enhance the learning environment.

28) Hands on Learning. SHLES. Recommended funding \$500.00 (full funding.)

Summary: Funds from this grant will be used to purchase small group instruction and learning center materials for first graders. The centers can be used by students independently while the teacher provides intensive instruction to individuals or small groups. The centers will help develop both reading and math fundamentals.

Strengths: The materials will provide a wide variety of activities. They are durable and should last for many years. Hands on learning is the best way to develop and strengthen critical skills.

Weaknesses: Materials will be used only in a single classroom.

29) Learn to Ride Bikes. SHLES. Recommended funding: \$500 (full funding.)

Summary: The physical education teacher is requesting funding to begin an afternoon program to help 3rd, 4th and 5th graders learn to ride bicycles. The idea came about from a teacher who shared that one of her students was made fun of for not knowing how to ride a bike without training wheels. Due to the high number of students who come from households where the parents work long hours, there is a need for such a program. If the beginners program is successful, there is the possibility of holding intermediate riding sessions.

Strengths: As many of the students in this program come from low-income families, this will be a unique experience for them. This type of activity helps students learn that they can succeed at difficult tasks and gain self-confidence both in and out of school.

Weaknesses: The reviewers noted that some type of protective hair/head covering should be used underneath the helmets for health reasons if multiple students are practicing with the same helmets.

30) Physical Activity Equipment. SHLES. Recommended Funding: \$500 (full funding.)

Summary: The grant will provide equipment to be used during recess, including soccer balls, basketballs, jump ropes and storage. There would be enough for all grades, and the equipment will be color coded to the grades for identification.

Strengths: The proposal has a detailed budget listing the specific equipment to be purchased. Every student in the school will have the opportunity to benefit during recess.

Weaknesses: None.

31) Reading is the Key to Success: Read Naturally Encore 2012. SHLES. Recommended funding: \$500 (full funding.)

Summary: Read Naturally, which has been in existence for over 21 years, is a supplemental intervention program designed to assist students in improving fluency, vocabulary and reading comprehension.

Strengths: The program includes motivating lessons, audio support, and monitoring of student progress. This will be of great benefit to the Special Education, English Language Learner, and Title 1 students in this school.

Weaknesses: None noted.

32) Testing Incentives. SHLES. Recommended funding: \$277.40 (full funding.)

Summary: Spring Hill Lake Elementary School will provide motivational stickers and pencils to all students in preparation for the PARCC and Scholastic Reading Inventory standardized tests that are given in the spring. The stickers serve as reminders the day before the test to help parents and students understand the importance of coming prepared for the test the following day, with a good night's rest and breakfast in the morning. The pencils are used for the test itself and include a motivational message to encourage the students to do the best they can on the tests.

Strengths: SHLES includes a sizable population of students from outside the country who may be unfamiliar with the standardized testing and its importance to the school and the students. The stickers will help make sure the students are prepared for the test. Motivational messages have been shown to be effective in helping students perform well on these types of tests and pencils are generally appreciated by the students. The budget is relatively modest and the program will reach all the students in the school.

Weaknesses: None.

33) Trampolines for Special Needs Students. SHLES. Recommended funding: \$500 (full funding.)

Summary: This grant request is for trampolines to be used by students with a high degree of special learning life skills. They will be placed in five Community Referenced Instruction (CRI) classrooms and the gym. Teachers work with students on the trampoline when each student needs it. Students are shown how to safely use the trampoline, what kind of exercises to use and focus on strengthening muscle tone and endurance. The trampolines will be used by 55 CRI students and 108 other special education students (163 out of 876 total enrollment).

Strengths: This proposal well documents the need for new trampolines and satisfies all criteria for the grant. With trampolines in classrooms, students can exercise while they are learning. Studies show active bodies equal active minds. The equipment is aimed at students with particular physical needs to be met and will be used by the adapted physical education teacher.

Weaknesses: None.

RECOMMENDATION: This is the seventh year that ACE has solicited grant proposals. The ACE grants to schools program has been highly successful. The final grant reports received from the schools document the positive impact on education in Greenbelt that the program has had. The continued interest of the schools and the creativity of the proposed projects are a testament to the success of the program.

In this report, ACE recommends that the City Council approve funding for 21 proposals, totaling \$9,669.25 with the following distribution per school:

School	Submitted	Recommended	Proposed	Recommended
GMS	7	6	\$ 3,462.50	\$ 2,962.50
SHLES	8	7	\$ 3,351.75	\$ 2,931.75
DKFIS	4	2	\$ 1,723.10	\$ 870.00
ERHS	4	3	\$ 2,000.00	\$ 1,500.00
GES	10	3	\$ 5,630.00	\$ 1,405.00
Total	33	21	\$ 16,167.35	\$ 9,669.25

This year ACE budgeted \$9500 for ACE grants. ACE proposes to re-direct an additional \$169.25 into the grants program from other funds within the ACE budget.

ACE is satisfied with the recommendations this year that fit within the budget, and the committee is not requesting an increase in the grant budget at this time. However, the committee noted that if additional funding had been available, they would have recommended funding for the following grants:

7	ERHS	The Cultural Exchange with Yokohama Suiran HS
9	GES	Art Supplies - Clay and Painting Supplies for 3d Art
12	GES	Exploring STEM Through Dance
13	GES	Greenbelt Readers Engaging & Achieving Together (Partial funding.)
14	GES	Opera Kids

Approved by ACE on 12/8/15 with a vote of 6-0 with two members absent and one vacancy on the committee.